

LDC Argumentation Module

A CINDERELLA COMPARISON



Information Sheet

Module Title: A Cinderella Comparison

Module Description (overview):

Students will compare various cultures and gain an understanding of what is important in different cultures through analyzing various versions of the fairy tale Cinderella.

Template Task (include number, type, level)	Teaching Task
Task 6 – Argumentation/Evaluation L1 [Insert question] After reading _____ (literature or informational texts), write a/an _____ (essay or substitute) that discusses _____ (content) and evaluates _____ (content). Be sure to support your position with evidence from the texts.	How are a culture's values reflected in literature? After reading a version of Cinderella from a different culture(s) write an essay that discusses the similarities and differences between each story and evaluates how they reflect which values are most important in that culture(s). Be sure to support your position with evidence from the texts.

Grade(s)/Level: 7th Grade

Discipline: (e.g., ELA, science, social studies, other?)

Course: Social Studies/Reading Course: 7th Grade Ancient Civilizations

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Section 1: What Task?

What task sets clear, measurable goals for learning?

A. Template task (include number, type, level): Insert the Argumentation template task you selected exactly as it is worded.

Task 6 Template – Argumentation/Evaluation L1

[Insert question] After reading _____ (literature or informational texts), write a/an _____ (essay or substitute) that discusses _____ (content) and evaluates _____ (content). Be sure to support your position with evidence from the texts.

B. Standards:

Common Core State Standards

READING

“Built In” Reading Standards For Argumentation Template Tasks

1	Read closely to determine what the text says explicitly and to make logical inferences from it; cite specific textual evidence when writing or speaking to support conclusions drawn from the text.
2	Determine central ideas or themes of a text and analyze their development; summarize the key supporting details and ideas.
4	Interpret words and phrases as they are used in a text, including determining technical, connotative, and figurative meanings, and analyze how specific word choices shape meaning or tone.
10	Read and comprehend complex literary and informational texts independently and proficiently.

“When Appropriate” Additional Reading Standards

3	Analyze how and why individuals, events, and ideas develop and interact over the course of a text.
5	Analyze the structure of texts, including how specific sentences, paragraphs, and larger portions of the text (e.g., section, chapter, scene, or stanza) relate to each other and the whole.
6	Assess how point of view or purpose shapes the content and style of a text.
7	Integrate and evaluate content presented in diverse formats and media, including visually and quantitatively, as well as in words.
8	Delineate and evaluate the argument and specific claims in a text, including the validity of the reasoning as well as the relevance and sufficiency of the evidence.
9	Analyze how two or more texts address similar themes or topics in order to build knowledge or to compare the approaches the authors take.

WRITING

“Built In” Writing Standards For Argumentation Template Tasks

1	Write arguments to support claims in an analysis of substantive topics or texts, using valid reasoning and relevant and sufficient evidence.
4	Produce clear and coherent writing in which the development, organization, and style are appropriate to task, purpose, and audience.
5	Develop and strengthen writing as needed by planning, revising, editing, rewriting, or trying a new approach.
9	Draw evidence from literary or informational texts to support analysis, reflection, and research.

10	Write routinely over extended time frames (time for research, reflection, and revision) and shorter time frames (a single sitting or a day or two) for a range of tasks, purposes, and audience.
“When Appropriate” Additional Writing Standards	
2	Write informative/explanatory texts to examine and convey complex ideas and information clearly and accurately through the effective selection, organization, and analysis of content.
3	Write narratives to develop real or imagined experiences or events using effective technique, well-chosen details, and well-structured event sequences.
6	Use technology, including the Internet, to produce and publish writing and to interact and collaborate with others.
7	Conduct short as well as more sustained research projects based on focused questions, demonstrating understanding of the subject under investigation.
8	Gather relevant information from multiple print and digital sources, assess the credibility and accuracy of each source, and integrate the information while avoiding plagiarism.

Content Standards from state or district

Number	Content Standard(s)
R7.A.1	Understand fiction appropriate to grade level
R7.A.1.	Make inferences, draw conclusion, and make generalizations based on texts
R7.B.1.1	Interpret, compare, describe, analyze and evaluate components of fiction
R7.B.1.2	Make connections between texts

Content Standards Source: Pennsylvania state standards

Teaching Task: Design your teaching task.

Background: Cultural values are aspects of a culture that portray what is important and acceptable in the lives of people, such as honesty, respect, belief in a higher power, etc. As a result of these values, many popular stories develop differently from culture to culture. From these differences we can discern what each culture values.

Prompt: How are a culture's values reflected in literature? After reading a version of Cinderella from a different culture(s) write an essay that discusses the similarities and differences between each story and evaluates how they reflect which values are most important in that culture(s). Be sure to support your position with evidence from the texts.

Reading texts: Multiple cultural version of Cinderella (see materials list)

Extension (optional): N/A

Teaching Task Rubric (Argumentation)

Scoring Elements	Not Yet		Approaches Expectations		Meets Expectations		Advanced
	1	1.5	2	2.5	3	3.5	4
Focus	Attempts to address prompt, but lacks focus or is off-task.		Addresses prompt appropriately and establishes a position, but focus is uneven.		Addresses prompt appropriately and maintains a clear, steady focus. Provides a generally convincing position.		Addresses all aspects of prompt appropriately with a consistently strong focus and convincing position.
Controlling Idea	Attempts to establish a claim, but lacks a clear purpose. (L2) Makes no mention of counter claims.		Establishes a claim. (L2) Makes note of counter claims.		Establishes a credible claim. (L2) Develops claim and counter claims fairly.		Establishes and maintains a substantive and credible claim or proposal. (L2) Develops claims and counter claims fairly and thoroughly.
Reading/ Research	Attempts to reference reading materials to develop response, but lacks connections or relevance to the purpose of the prompt.		Presents information from reading materials relevant to the purpose of the prompt with minor lapses in accuracy or completeness.		Accurately presents details from reading materials relevant to the purpose of the prompt to develop argument or claim.		Accurately and effectively presents important details from reading materials to develop argument or claim.
Development	Attempts to provide details in response to the prompt, but lacks sufficient development or relevance to the purpose of the prompt. (L3) Makes no connections or a connection that is irrelevant to argument or claim.		Presents appropriate details to support and develop the focus, controlling idea, or claim, with minor lapses in the reasoning, examples, or explanations. (L3) Makes a connection with a weak or unclear relationship to argument or claim.		Presents appropriate and sufficient details to support and develop the focus, controlling idea, or claim. (L3) Makes a relevant connection to clarify argument or claim.		Presents thorough and detailed information to effectively support and develop the focus, controlling idea, or claim. (L3) Makes a clarifying connection(s) that illuminates argument and adds depth to reasoning.
Organization	Attempts to organize ideas, but lacks control of structure.		Uses an appropriate organizational structure for development of reasoning and logic, with minor lapses in structure and/or coherence.		Maintains an appropriate organizational structure to address specific requirements of the prompt. Structure reveals the reasoning and logic of the argument.		Maintains an organizational structure that intentionally and effectively enhances the presentation of information as required by the specific prompt. Structure enhances development of the reasoning and logic of the argument.
Conventions	Attempts to demonstrate standard English conventions, but lacks cohesion and control of grammar, usage, and mechanics. Sources are used without citation.		Demonstrates an uneven command of standard English conventions and cohesion. Uses language and tone with some inaccurate, inappropriate, or uneven features. Inconsistently cites sources.		Demonstrates a command of standard English conventions and cohesion, with few errors. Response includes language and tone appropriate to the audience, purpose, and specific requirements of the prompt. Cites sources using appropriate format with only minor errors.		Demonstrates and maintains a well-developed command of standard English conventions and cohesion, with few errors. Response includes language and tone consistently appropriate to the audience, purpose, and specific requirements of the prompt. Consistently cites sources using appropriate format.
Content Understanding	Attempts to include disciplinary content in argument, but understanding of content is weak; content is irrelevant, inappropriate, or inaccurate.		Briefly notes disciplinary content relevant to the prompt; shows basic or uneven understanding of content; minor errors in explanation.		Accurately presents disciplinary content relevant to the prompt with sufficient explanations that demonstrate understanding.		Integrates relevant and accurate disciplinary content with thorough explanations that demonstrate in-depth understanding.

Section 2: What Skills?

What skills do students need to succeed on the teaching task?

Specific Skills <i>What skills are essential?</i>	Student Skills Defined (“Ability to...”) <i>How do you define/describe those skills?</i>
Skills Cluster 1: Preparing for the Task	
1. Bridging Conversation	Ability to establish knowledge base and assess skills and strategies necessary to manage task.
2. Task analysis	Ability to understand and explain the task’s prompt and rubric.
3. Student project planning	Ability to plan a task so that reading and writing processes are accomplished on time.
Skills Cluster 2: Reading Process	
1. Reading “habits of mind”	Ability to select appropriate texts and understand necessary reading strategies needed for the task.
2. Note-taking 1	Ability to read purposefully and select relevant information; to summarize and/or paraphrase.
3. Note-taking 2	Ability to prioritize and narrow supporting information.
Skills Cluster 3: Transition to Writing	
1. Bridging Conversation	Ability to transition from reading or researching phase to the writing phase.
Skills Cluster 4: Writing Process	
1. Initiation of task	Ability to establish a controlling idea and consolidate information relevant to task.
2. Planning	Ability to develop a line of thought and text structure appropriate to an argumentation/evaluation task.
3. Development	Ability to construct an initial draft with an emerging line of thought and structure.
4. Revision	Ability to apply revision strategies to refine development of argument, including line of thought, language usage, and tone as appropriate to audience and purpose.
5. Editing	Ability to apply editing strategies and presentation applications.

Section 3: What Instruction?

How will teachers teach students to succeed on the teaching task?

LDC INSTRUCTIONAL LADDER I

Skills Cluster I: Preparing for the Task

Optional Pre-test	N/A
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I. Bridging conversation	<i>Ability to establish knowledge base and assess skills and strategies necessary to manage task.</i>	<i>Pacing: 10-15 min.</i>
<i>Mini-task</i>	<i>Prompt: In a quick write – explain in your own words what culture is. What characteristics of the story might you use to identify what makes culture unique?</i>	<i>Product: short response</i>
<i>Mini-task scoring</i>	No scoring	
<i>Instructional strategies/ notes</i>	<ul style="list-style-type: none"> • Conduct a class discussion to help students focus on the task's question or ideas and to "open" their minds to possible ways of thinking about the prompt. 	
<i>PD/ preparation</i>	<ul style="list-style-type: none"> • Discuss in detail the type of writing you will use. • Do the task to ensure understanding of the demands and cognitive processes embedded in the task. • Create a template for students to use during the writing process. 	

2. Task analysis	<i>Ability to understand and explain the task's prompt and rubric.</i>	<i>Pacing: 5-10 min.</i>
<i>Mini-task</i>	<i>Prompt: In your own words, write a brief explanation of what the task is asking you to do.</i>	<i>Product: Short constructed response</i>
<i>Mini-task scoring</i>	No scoring	
<i>Instructional strategies/ notes</i>	<ul style="list-style-type: none"> • Have students share responses so that students can hear/know what each other is doing and encourage them to help each other when appropriate. • Review each student's response to ensure she/he understands the task. Ensure relevant reading material is selected or provided. • Discuss in detail the prompt, type of writing and structure, the product, and the rubric. 	
<i>PD/ preparation</i>	<ul style="list-style-type: none"> • Collaboratively plan the task: e.g. How much time to teach each step? How much time to score? How to conduct scoring? Do we need any training on specific aspects of the task? What resources can support teaching? Who has the expertise? 	

3. Student project planning	<i>Ability to plan a task so that reading and writing processes are accomplished on time.</i>	<i>Pacing:</i>
<i>Mini-task</i>	A timeline for completion of the project will be provided by the teacher.	<i>Product: Timeline</i>
<i>Mini-task scoring guide</i>	N/A	Not yet:
<i>Instructional strategies/ notes</i>	<ul style="list-style-type: none"> • Provide students with a timeline. • Discuss the importance of planning. 	
<i>PD/ preparation</i>	<ul style="list-style-type: none"> • Create timeline to support student planning. 	

Skills Cluster 2: Reading Process

1. Reading “habits of mind”	<i>Ability to select appropriate texts and understand necessary reading strategies needed for the task.</i>	<i>Pacing: 10-15 min.</i>
<i>Mini-task</i>	<i>Prompt: Identify/review the literary elements of a story and how they might reflect cultural values or differences.</i>	<i>Product: class discussion</i>
<i>Mini-task scoring guide</i>	<ul style="list-style-type: none"> N/A 	Not yet:
<i>Instructional strategies/ notes</i>	<ul style="list-style-type: none"> Have students decide which literary elements to focus on as they read; which would give students the best insight into the country’s culture? Example: Plot, setting, and characters’ actions. Demonstrate reading strategies relevant to a type of text to prepare students for next steps in the ladder. 	
<i>PD/ preparation</i>	<ul style="list-style-type: none"> Discuss and analyze the appropriateness of texts for specific tasks, and teachers select text for students based on student lexile scores/levels. Review and discuss reading strategies that pertain to specific types of texts (e.g. literary, information, technical) and to the task. Review and discuss literary elements so students have consistency of terminology within the grade level. Agree on a bibliographic format. Plan for students who need extra time, resources, or assistance. 	

2. Note-taking 1	<i>Ability to read purposefully and select relevant information; to summarize and/or paraphrase.</i>	<i>Pacing: 1 class period</i>
<i>Mini-task</i>	<i>Prompt: Use a graphic organizer to identify the geography, culture/customs, government/economy, and other categories of social studies for both versions of Cinderella.</i>	<i>Product: graphic organizer</i>
<i>Mini-task scoring guide</i>	<p>Meets:</p> <ul style="list-style-type: none"> Accomplishes task by selecting relevant source material to support controlling idea as a claim. Writes in readable manner. 	Not yet: Attempts to meet the criteria for “meets”
<i>Instructional strategies/ notes:</i>	<ul style="list-style-type: none"> Provide students with a note taking method(s) and template (Comparing Cultures in Cinderella). Model how to read a chunk of the story, applying reading strategies to find literary elements and apply them to the elements of culture on the graphic organizer. Discuss the term “relevant” and what it means stay on task-two demands embedded in the rubric. Teach strategies for identifying and selecting source material in the form of quotes, passages, data, etc. as it relates to a controlling idea as a claim and task. 	
<i>PD/ preparation:</i>	<ul style="list-style-type: none"> Strategies for teaching note taking skills. 	

3. Note-taking 2	<i>Ability to prioritize and narrow supporting information.</i>	<i>Pacing plan: 1 class period</i>
<i>Mini-task</i>	<i>Prompt: Prioritize relevant information in your notes on which to build your sequence or process.</i>	<i>Product: notes and graphic organizer</i>
<i>Mini-task scoring guide</i>	<p>Meets:</p> <ul style="list-style-type: none"> Provides a prioritized set of notes that connect points for logic structure or line of thought. Suggests implications drawn from information about the issue or topic. 	Not yet: Attempts to meet the criteria for “meets”
<i>Instructional strategies/ notes:</i>	Use the graphic organizer and a highlighter/colored pencils to identify differences in the story elements that may reflect cultural values and characteristics.	
<i>PD/ preparation:</i>	<ul style="list-style-type: none"> Strategies for developing cognitive strategies as well as practical ones for prioritizing ideas, supporting evidence. 	

Skills Cluster 3: Transition to Writing

I. Bridging Conversation	<i>Ability to transition from reading or researching phase to the writing phase.</i>	<i>Pacing plan: 10 min.</i>
<i>Mini-task</i>	<i>Prompt: What are three similarities and differences between the two stories? What do those differences tell you about the culture in which the story was written?</i>	<i>Product: short response (with bullets) class work</i>
<i>Mini-task scoring</i>	No scoring	
<i>Instructional strategies/ notes:</i>	<ul style="list-style-type: none"> Have students refer to their prioritized notes to identify the top three elements of culture. What conclusion can they draw about cultural values based on this information? Discuss the prompt and what students need to do to complete the writing portion. Refer to rubric – point out demands and qualities of performance, such as “substantive and credible, clear, thorough, relevant, etc.” 	
<i>PD/ preparation:</i>	N/A	

Skills Cluster 4: Writing Process

I. Initiation of task	<i>Ability to establish a controlling idea and consolidate information relevant to task.</i>	<i>Pacing: 1 class period</i>
<i>Mini-task</i>	<i>Prompt: Write an introductory paragraph that clearly states your thesis (claim).</i>	<i>Product: Paragraph</i>
<i>Mini-task scoring guide</i>	Meets: <ul style="list-style-type: none"> Paragraph identifies key points that support development of information and/or explanation. Writes in readable prose. 	Not yet: Attempts to meet the criteria for “meets”
<i>Instructional strategies/ notes:</i>	<ul style="list-style-type: none"> Provide a checklist for the “ingredients” of an opening paragraph for an argumentative essay. Model the process for writing a hook, definition of culture and fairy tale, and thesis statement (claim). 	
<i>PD/ preparation</i>	<ul style="list-style-type: none"> Deconstruct the demands and qualities of performances embedded in the rubric. What strategies or methods can help students acquire these skills and qualities of performance? 	

2. Planning	<i>Ability to develop a line of thought and text structure appropriate to an argumentation/evaluation task.</i>	<i>Pacing plan: 1 class period</i>
<i>Mini-task</i>	<i>Prompt: Complete a graphic organizer that outlines the key elements for each paragraph.</i>	<i>Product: graphic organizer</i>
<i>Mini-task scoring guide</i>	Meets: <ul style="list-style-type: none"> Applies graphic organizer strategy to develop reasoning for argument Draws a credible implication from information about an issue or topic Writes in readable prose. 	Not yet: Attempts to meet the criteria for “meet”
<i>Instructional strategies/ notes</i>	<ul style="list-style-type: none"> Use mini-lessons in logic structures. Use discussion-based strategies to develop thinking relevant to prompt. Have students connect ideas among the arts, literature, events. 	
<i>PD/ preparation</i>	<ul style="list-style-type: none"> Teachers develop templates. PD in discussion-based strategies, questioning and logic structures 	

3. Development	<i>Ability to construct an initial draft with an emerging line of thought and structure.</i>	<i>Pacing plan: 1 class period</i>
<i>Mini-task</i>	<i>Prompt: Write an initial draft of the 5 paragraph essay that includes</i>	<i>Product: First draft</i>

	topic and concluding paragraphs.	
<i>Mini-task scoring guide</i>	Meets: <ul style="list-style-type: none"> Provides an opening to include a controlling idea as a claim and an opening strategy relevant to the prompt Provides an initial draft with all elements of the prompt addressed Writes in readable prose. 	Not yet: Attempts to meet the criteria for “meets”
<i>Instructional strategies/ notes</i>	<ul style="list-style-type: none"> How to open and end an argumentation composition- e.g. with a claim, counter claim, background information, a question, quote, or grand sweeping statement How to end a composition –e.g. as a comment about next steps, a restatement of main finding or a description of unanswered questions Use of template for all levels to guide students through first draft Student-led revision sessions 	
<i>PD/ preparation</i>	<ul style="list-style-type: none"> Drafting strategies – conferencing and whole group Discuss use of technology to manage some of the feedback to students 	

4. Revision	<i>Ability to apply revision strategies to refine development of argument, including line of thought, language usage, and tone as appropriate to audience and purpose.</i>	<i>Pacing plan:</i> 1-2 class periods
<i>Mini-task</i>	<i>Prompt:</i> Apply revision strategies for clarity, logic, language, cohesion (students should do at least 2 drafts).	<i>Product:</i> Revised drafts (2 or more)
<i>Mini-task scoring guide</i>	Meets: <ul style="list-style-type: none"> Demonstrates use of revision strategies that clarify logic and development of ideas; embeds relevant details; improves word-usage and phrasing; and creates smooth transitions between sentences and paragraphs Applies a text structure to organize reading material content and to explain key points related to the prompt 	Not yet: Attempts to meet the criteria for “meets”
<i>Instructional strategies/ notes:</i>	<ul style="list-style-type: none"> Develop ways to manage revision process so that students get feedback in timely and helpful ways Draft study (students volunteer a segment for class or small group help and discussion) Peer feedback on clarity of thinking and development of claim/argument Read-aloud for peer and adult feedback Strategies for embedding information – citation methods, quoting, paraphrasing 	
<i>PD/ preparation:</i>	<ul style="list-style-type: none"> Identify strategies for revising for IDEAS and LOGIC before editing grammar. Strategies such as individual & group mentoring, “what’s good, what’s needed” feedback and peer feedback 	

5. Editing	<i>Ability to apply editing strategies and presentation applications.</i>	<i>Pacing plan:</i> 1 class period
<i>Mini-task</i>	<i>Prompt:</i> Finalize draft for the readership; apply finishing touches (e.g. visuals, neatness, formatting, copy editing).	<i>Product:</i> Next to final draft
<i>Mini-task scoring guide</i>	Meets: <ul style="list-style-type: none"> Demonstrates use of strategies that enhance the readability and appearance of the work for presentation 	Not yet: Attempts to meet the criteria for “meets”
<i>Instructional strategies/notes:</i>	<ul style="list-style-type: none"> Use of error analysis to encourage self-correction of language usage and grammatical errors Use of copy-editing mark 	
<i>PD/ preparation:</i>	<ul style="list-style-type: none"> Editing strategies Technology and publishing methods 	

Final Draft	Submit your final draft before or on due date for scoring and feedback.
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E. Materials, references and supports: List the materials you will need and students will use. Provide citations.

For Teachers	For Students
<p>Multiple cultural versions of Cinderella:</p> <p>Louie, Ai-Ling, and Ed Young. <i>Yeh-Shen: a Cinderella Story from China</i>. New York: Puffin, 1999. Print.</p> <p>Hickox, Rebecca, and Will Hillenbrand. <i>The Golden Sandal: a Middle Eastern Cinderella Story</i>. New York: Holiday House, 1998. Print.</p> <p>Silverman, Erica, and Susan Gaber. <i>Raisel's Riddle</i>. New York: Farrar, Straus and Giroux, 1999. Print.</p> <p>Mehta, Lila, Meredith Babeaux. Brucker, and Youshan Tang. <i>Anklet for a Princess: a Cinderella Story from India</i>. Fremont, CA: Shen's, 2002. Print.</p> <p>Climo, Shirley, and Ruth Heller. <i>The Egyptian Cinderella</i>. New York: Crowell, 1989. Print.</p> <p>Coburn, Jewell Reinhart., and Connie McLennan. <i>Domitila: a Cinderella Tale from the Mexican Tradition</i>. Auburn, CA: Shen's, 2000. Print.</p> <p>McClintock, Barbara, and Charles Perrault. <i>Cinderella</i>. New York: Scholastic, 2005. Print.</p>	<p>Comparison graphic organizer</p> <p>Pre-writing graphic organizer</p> <p>Computers</p> <p>Cinderella versions</p>

Section 4: What Results?

How good is good enough?

A. **Student work samples:** See appendix.

B. **Classroom assessment task:**

Background:

Prompt: N/A

LDC Argumentation Classroom Assessment Rubric	
MEETS EXPECTATIONS	
Focus	Addresses the prompt and stays on task; provides a generally convincing response.
Reading/Research	Demonstrates generally effective use of reading material to develop an argument.
Controlling Idea	Establishes a credible claim and supports an argument that is logical and generally convincing. (L2) Acknowledges competing arguments while defending the claim.
Development	Develops reasoning to support claim; provides evidence from text(s) in the form of examples or explanations relevant to the argument (L3) Makes a relevant connection(s) that supports argument.
Organization	Applies an appropriate text structure to address specific requirements of the prompt.
Conventions	Demonstrates a command of standard English conventions and cohesion; employs language and tone appropriate to audience and purpose.
NOT YET	
Focus	Attempts to address prompt but lacks focus or is off-task.
Reading/Research	Demonstrates weak use of reading material to develop argument.
Controlling Idea	Establishes a claim and attempts to support an argument but is not convincing; (L2) Attempts to acknowledge competing arguments.
Development	Reasoning is not clear; examples or explanations are weak or irrelevant. (L3) Connection is weak or not relevant.
Organization	Provides an ineffective structure; composition does not address requirements of the prompt.
Conventions	Demonstrates a weak command of standard English conventions; lacks cohesion; language and tone are not appropriate to audience and purpose.

Teacher Work Section

What now, what next?

A. **Teacher thoughts.** Provide thoughts and ideas after teaching the module to different students in different classes.

- It is important to assess students' background knowledge of the traditional tale, *CINDERELLA*, as many students consider the Disney version the "original" story. We based our different cultural versions against the French version, commonly referred to as the original version of *CINDERELLA*.
- It is also helpful to model and brainstorm what the term "values" means as it relates to cultures and how those values might be revealed in a story.
- We used a t-chart set up by the five categories of social studies to help students pull out and compare their cultural evidence. Examples were provided for the original version. This was helpful for the students.

B. **Possible variations.** Add ideas for spin-offs or extensions to the module.

- This module could be used to compare/contrast any two cultures or regions where a familiar tale has been adapted/rewritten for another culture or region.

Appendix

Name_____

What is culture?

Culture is _____

Name_____

What is culture?

Culture is _____

Name_____

Prompt: How are a culture's values reflected in literature? After reading a version of Cinderella from a different culture(s) write an essay that discusses the similarities and differences between each story and evaluate how they reflect which values are most important in that culture(s). Be sure to support your position with evidence from the texts.

IN YOUR OWN WORDS briefly explain what the prompt is asking you to do.

Name_____

Prompt: How are a culture's values reflected in literature? After reading a version of Cinderella from a different culture(s) write an essay that discusses the similarities and differences between each story and evaluate how they reflect which values are most important in that culture(s). Be sure to support your position with evidence from the texts.

IN YOUR OWN WORDS briefly explain what the prompt is asking you to do.

Name_____

What are three main differences between your assigned versions and the traditional version of Cinderella?

Difference #1: _____

Difference #2: _____

Difference #3: _____

What do you think these differences tell you about your assigned culture?

Comparing Cultures in *Cinderella*

<i>Cinderella</i> by Perrault	_____ (Version you read/author)
Geography <ul style="list-style-type: none">• Takes place in France• Used horses/carriages for transportation• Rich and nobles lived in lavish homes, lower class lived simply• Great distance between homes• Kingdom was spread out	
Culture/Customs <ul style="list-style-type: none">• Slept on a straw mattress• Had a fireplace/cooked in the kitchen• Had to carry water in a bucket• Woman wore only dresses; men dressed elaborately (coats, vests, stockings, etc.)• Had own gardens for food• Royalty celebrated with large parties called <i>balls</i>• Some believed in magic (fairy godmother, magic spells)• Proper behavior was important (ladies curtsied, men bowed)• Told stories (fairy tales) to teach a lesson or a moral	
Government/Economy <ul style="list-style-type: none">• Had a rich monarchy (king, prince)• King lived in a palace and had a court (many servants)• There were nobles (royalty)• Kingdoms were guarded	
Other	

Your Partner:

Peer Checker (you):

Cinderella

Peer Revising Checklist

Directions:

1. LISTEN to your partner read his/her letter ALOUD to you. As you listen, point out any words or phrases that are unclear, and help your partner FIX them.
2. READ your partner's paper, QUIETLY to yourself. Place a YES or NO on the blank next to each FCA, according to whether or not it's included in the paper.

Organization:

- ___ Is there a heading with a name, date and section?
- ___ Is there a centered title?
- ___ Is there an introductory paragraph?
- ___ Are there three body paragraphs?

Content:

Introductory paragraph:

- ___ Is there a clear topic sentence that addresses the prompt?
- ___ Does the paragraph contain at least four sentences?
- ___ Does the paragraph explain what culture is?
- ___ Does the paragraph explain what a fairy tale is?
- ___ Does the paragraph end with a clear thesis statement?

Paragraph #2:

- ___ Is there a topic sentence that addresses similarities?
- ___ Are there at least five sentences?
- ___ Are there three similarities provided?
- ___ Does the paragraph end with a transition sentence?

Paragraph #3:

- ___ Is there a topic sentence that addresses differences?
- ___ Are there at least five sentences?
- ___ Are there three differences provided?
- ___ Does the paragraph end with a transition sentence?

Paragraph #4:

- ___ Is there a topic sentence that addresses culture?
- ___ Are there at least five sentences?
- ___ Are there three examples of culture?
- ___ Are the examples supported with evidence from the text?
- ___ Is there a concluding sentence that sums up the essay?

Concluding paragraph:

- ___ Did they restate the thesis statement as the first sentences of the paragraph?
- ___ Does the paragraph contain at least four sentences?
- ___ Does the paragraph restate what culture is?
- ___ Does the paragraph restate what a fairy tale is?
- ___ Does the paragraph end with a concluding sentence that addresses the prompt?

Conventions:

- ___ Does each sentence have a capital letter and the correct end punctuation?
- ___ Are all words spelled correctly? (If not circle them)
- ___ Is each paragraph indented?
- ___ Are there any sentences that begin with AND, OR, BUT, SO, or BECAUSE?

What are at least two additional suggestions for improving the Organization, Content, or Conventions of your partner's paper:

A. _____

B. _____

3. Give this page to your partner so he/she can make revisions for the items you marked as NO.

Book titles should
be underlined,

ME

4/26/11
7-2

"The Golden Sandal" VS. "Cinderella"

Cultures throughout the world have many different versions of the fairy tale "Cinderella".
~~A~~ ^{includes} Culture ~~is~~ the characteristics and features of everyday life shared by people in a particular place and time. A fairy tale is a simple children story about imaginary beings. Another version of "Cinderella" is "The Golden Sandal" which is from the Middle East. The two fairy tales have differences and similarities because "The Golden Sandal" was reflected by its cultural values.

The Middle East version of "Cinderella", "The Golden Sandal" really resemblances the classic version of "Cinderella" by having many similarities. One similarity that they have is that there was a man that fell in love with the raggedy slave girl in both stories. Another is that the handsome fellow tries the shoe on the peasant girl. In the family there is always two ugly stepsisters that share one mean stepmother! Mainly every version of "Cinderella" has those three similarities.

"The Golden Sandal" has a variety of different events in the story. In the story there is a magical creature, but unlike the classic version there is not a fairy god mother. It is a magical talking fish in the story "The Golden Sandal". In "Cinderella", a prince greets the peasant to try on the sandal, but in "The Golden Sandal" it is just an ordinary man. Stories have differences but they are basically still branched of from the original version from France.

Cultural values reflect almost every story in this magnificent world! Every story holds a specific culture within it. Stories may be written in a different language or use "slang". The characters may be wearing strange outfits, weird jewelry, or large amounts of makeup, but that is just the authors culture. Mostly every story is based around its culture.

Specific examples ??
values = important.

Stories can make people be able to conclude a lot of things about others culture because of stories similarities and differences. Such as the culture in "The Golden Sandal" can be concluded that dads are extremely protective about their daughters and they love them a lot! Like in many cultures in a made up magical story, a fairytale, "The Golden Sandal" people get jealous easily. Even though "Cinderella" has different stories based off of it, there is still many obvious similarities. All stories, even if there based on a classic story still have differences in the story and their culture.

You never identify the book titles!

ME

7-3

4/27/11

transition?

The Cultural Differences of Cinderella

Cinderella is a wonderful fairytale that has been told and interpreted throughout the world. Culture is a way of life, it is the way you eat, speak, and dress. A fairytale is a story often about princes and princesses. It also involves ^{living} happily ever after, and falling in love. The two stories were very different, but both shared the same idea.

As you know, Cinderella stories have changed a lot over time, and through cultures. A similarity would be, both Cinderella and Cinduri, who is the Asia princess, were slave-like people. Also they both found their prince charming. Finally they all lived happily ever after. From 'once upon a time' to 'happily ever after,' both stories can be the same, but they also have their differences.

A perfect example ^{of what?} would be when Cinderella lost her glass slipper, while Cinduri lost her golden anklet. Also, Cinderella went to a ball, Cinduri only went to a festival. Finally, Cinderella had a fairy godmother to grant her wishes, while Cinduri had a talking snake. There are some differences, but the meaning is still the same.

The differences in fairytales show the cultural values. Cinduri's culture values marriage, and a good life most. Also, fashion was another closely valued characteristic of Cinduri's culture. Farming and getting work done is a final cultural value, considering Cinduri lived on a farm. Cinderella stories come and go, but in the end they all express meaning and theme.

Other
similarity
??

VERY
GOOD !!

What two
stories?

Culture contains many differences and similarities. Culture is a way of life it is how you do everything, and anything. Fairytales always involve a prince charming and a happily ever after. Culture can differ between different places, and this is shown nicely in these two books. The two books show cultural differences, but physical similarities. This is what culture is all about.

What two books?

Comparing Cinderella and Settarah

Begin w/ a "hook"

There are many similarities, differences and cultural values from the Persian and ^{French} France versions of Cinderella. Culture is [?] everything in a culture like how ^{who} they eat, how they dress ^{and} how they talk in a specific area. A fairy tale is a tale that starts with "once upon a time" and ends with "happily ever after." What would you do and how would you ^{hook?} feel if you were treated like a slave by your own step-mom? In both tales of Cinderella the main character Cinderella has to get through a life of being treated like a slave by their own step-mom. *Missing thesis here*

In both tales of Cinderella, Cinderella and Settarah ^{ye} has to get through a rough time in a similar way. One way is in both tales of Cinderella, Cinderella and Settarah has to try ^{explain} something on to become a princess. Also, they both went to a party of some sort and no one recognized them. Lastly, they both marry a prince in the end of the story. In both tales, Cinderella and Settarah go ^{explain} through a rough time of her life in a similar way.

In both tales of Cinderella, Cinderella and Settarah ~~even though they have similarities there are~~ ^{also have} many differences. One example is in the Persian ^{which one?} version the stepsisters turn Settarah into a bird. Also, in [?] one tale there was a festival where everyone was invited while in the other tale there was a ball where only the rich were invited. Also, in one of the tales Cinderella loses a slipper and in the other tale Settarah loses ^a anklet. So, in both tales even though there were similarities there were many differences between the two tales of Cinderella.

There are many examples of cultural values in the Persian version. One example is instead of using some type of vehicle they walked for their transportation. Also, instead of the rich just being at celebrations and parties everyone was invited to parties and festivals. Lastly, instead of wearing t-shirts or shorts the men wore tunics and turbans and the women wore fancy cloths. So, there are many examples of cultural values in the Persia version.

What does this tell us about the Persians?

These are examples of the culture... but explain the values shown here

In both tales, even though ^{who?} they were treated like a slave by their own step-mom, they end up marrying a prince in the end. Culture is everything in a culture like how they eat, how they dress, and how they talk in a specific area. A fairy tale is a tale that starts with once upon a time and ends in a happily ever after. ^{There are} That is similarities and differences in both tales and cultural values from the Persia version.

CINDERELLA STORY

In the fairy tale The Egyptian Cinderella it shows a girl getting picked on, but she usually marries someone important. A culture is a religion or tradition that you pass

down. A Fairy Tale usually has "Once Upon a Time" or "Happily Ever After." The two different settings were Egypt and France. There was a glass slipper and the gold slipper. The slipper is always made just for her.

Where is your thesis?

There are many similarities between the two versions of Cinderella. Some similarities are the slipper that only fits her, and no one else. Someone always gets married to someone. Someone usually gets picked on. There is always someone that loses a slipper, but when the girl tries it on it always is an exact fit. Usually a lonely girl gets married and lives with someone important by trying on a shoe and it fits. Lastly, a poor girl is picked on by the other girls or sisters and then they like her because she marries a prince or a pharaoh. A girl gets a pair of slippers and she loses one of them and then someone goes looking for the owner of it to find his future wife.

Be more specific w/ story details

There were more similarities than differences, but first, the original Cinderella took place in France and the Egyptian one took place in Egypt. Next, the slipper in the original Cinderella was glass and the one in the Egyptian Cinderella was gold. Lastly, the original had a fairy god mother and the Egyptian one had a master. [The biggest difference to me were the locations of the story, France vs. Egypt] The second difference was the Fairy God Mother in the original version that granted wishes. In the Egyptian version there was a master that gave her the slippers. And finally, the difference in the slippers in each story.

need another example

In the Egyptian Cinderella the culture you will see in this story is Egyptian culture and customs. There is a Pharaoh in the story and there are only Pharaohs in Egypt. They

CINDERELLA STORY -

valued the falcon because they believed it was a "Symbol of the Gods." They also valued animals because they used them for Chariots and they used them to get around Egypt. These cultured values had a big effect on the story in Egypt.

Both stories show different signs of their culture. There were a few differences and many similarities in the stories. There were very few differences because the stories were so similar. ^{good} But because of the Egyptian Culture, they changed some of the story.

The Egyptian Cinderella and Cinderella

Both of these versions of Cinderella, "Cinderella" by: Charles Perrault and "The Egyptian Cinderella" by: Shirley Clamo, reflects similarities and differences and the culture's values in literature. Culture meaning so many different things in this book it is represented as ^{Culture is} the way in which a group of individuals share their beliefs and practice their traditions. Both of these stories are fairy tales or, a royalty story, and are magical, sometimes stories that start with, "Once upon a time" and end with, "They lived happily ever after." The version "The Egyptian Cinderella" was in the middle as far as how similar and different they were. They had differences but they also had similarities too.

Even though the two versions of Cinderella come from different cultures they still have similarities. In both of the stories the main character looses her shoe that they both love so much. Also in both of the stories when they looses their shoe and then the ruler of the town finds it. The ruler of the town looks all over for the girl who's foot fit the shoe. A third similarity is that the main girls both were hard worked by the owner but, both of they ended up marrying the ruler. There were similarities in the stories but there was also some differences between the two.

Since the stories come from two different cultures they have to have some differences. First in Cinderella they went to a ball which is a big dance with the king. Also in Cinderella she had a fairy god mother. In The Egyptian Cinderella Rhodipis had her master who helped her but he did not have magic powers. Lastly in Cinderella she got married to a prince, but in The Egyptian Cinderella she got married to a pharaoh.

These differences reflect the cultural values in the stories.

What makes the two stories different is the different cultural values in them. In The Egyptian Cinderella they do not go to balls like Cinderella did, they went to go see the pharaoh in Memphis because his majesty is going to hold court for all of his subjects. This shows that the Egyptians did not dance as much. Second, Cinderella had a fairy god mother who had magic powers ^{and} I guess in Egypt they did not give people in the stories magic powers because the master who helped Rhodipis did not have powers. Also in Egypt they have a different form of government because in Cinderella she got married to the ruler who was a prince and in The Egyptian Cinderella she also got married to the ruler but he was a pharaoh. If the culture values were not different then the stories would be the same.

The version The Egyptian Cinderella was in the middle as far as how similar and different the two stories were. They definitely had differences but they also had similarities too. Both Cinderellas were fairy tales, they both started with "Once upon a time" and had "They lived happily ever after" endings. They also both reflect culture, the way in which a group of individuals share their beliefs, and practice their traditions. That is how both of these versions of Cinderella reflect the culture's values in literature.

ME

7-3

4/26/2011

The Different Cultures Expressed Through Cinderella

Both versions of Cinderella have differences and similarities, along with different cultural values. Culture is the way in which a group of individuals share their beliefs and practice their traditions. A fairy tale is a short story with a happy ending. It also usually starts out with "once upon a time". The original version of Cinderella and the Chinese version of Cinderella reflect their own cultures throughout the stories.

Cinderella and Yeh-Shen are similar in many ways. In both stories, a magical being of some kind gave them each a beautiful dress or robe and helped them. Another similarity is that both of them lost a shoe. Also, they were both mistreated by their step mothers and step sisters. As you can see, these stories have many things in common.

These stories also share many differences since they are from two different cultures. In Cinderella, she lost a glass slipper, while in Yeh-Shen she lost a golden shoe. Also in Cinderella, a fairy god mother helped her and gave her a beautiful dress. Yeh-Shen had a fish from her pond to grant her with wishes and help her. Another difference is the main problem or conflict of the story. Cinderella lost her glass slipper and had to be back by 12 or her dress would turn back into rags. Yeh-Shen's fish disappeared and she lost her gold shoe. Those are some examples on how the stories are different.

Between these two stories, I've learned many cultural values in China. The difference that there was a fish instead of a person made me think that there were a lot

of fish in China. Another is that since a fish had granted her wishes and helped Yeh-Shen, it made me think that they believe that animals have magical powers and provide wishes to people. That difference also made me think that they treat animals like their family and like real people. Finally, in Yeh-Shen the fish didn't give her a big and fancy ball gown like in Cinderella. The fish gave her a silk robe instead. So that made me think that most of their fancy clothes were made out of silk. Chinese culture is very different from ours.

The original version of Cinderella and the Chinese version of Cinderella reflect their own cultures throughout the stories. Fairy tales from the Chinese culture are very different from the original. Culture is the way in which a group of individuals share their beliefs and practice their traditions. The beliefs in the Chinese story are different than what we believe. Stories can reflect cultural values through literature.

Good job!

A

4/26/11

Two Different Cinderellas

Cinderella is a classic story and there are many different versions of it, like the Middle Eastern version called The Golden Sandal. The Middle Eastern version ~~is~~ reflects its culture in it. Culture is the way of life and what you believe in. The Middle Eastern version of Cinderella is a fairy tale. A fairy tale is one of the five traditional tales. It is a story that has a happy beginning and end and has princesses, princes, kings and queens in it. The original Cinderella story, and the Middle Eastern Cinderella story are very different, because of the cultures. But, there are also some similarities too.

There are many similarities between the original and Middle Eastern Cinderella story. The first similarity is that both of the Cinderella's lose their shoe when they are quickly leaving the palace. The second similarity is that both Cinderella's marry someone from the palace. The third similarity is that they both have a friend to help and guide them through out the story. Even though there are many similarities, there are also many differences between the two stories.

There are many differences between the two Cinderella stories. The first difference is that the original story had a fairy god mother and the Middle Eastern story had a talking fish. The second difference is that there was a glass slipper in the original story and a golden sandal in the Middle Eastern story. The third difference is that in the Middle Eastern story there is a potion that the step sister smells and she loses her hair,

and the original story nothing happened to the step sister. There are many differences about the two Cinderella stories , but there are cultural values in the Middle Eastern story.

There are cultural values in the Middle Eastern story about Cinderella. One of them is that they painted their hands and feet for wedding ceremonies, which values their religion. They also wore dresses and sandals for their clothing, which is a part of their tradition. Also the mother would choose their sons wives for them, this is a part of their culture.

These are the similarities and differences that the original Cinderella and the Middle Eastern Cinderella have. There are also more cultural values in the Middle Eastern Cinderella story too but the ones that I chose were the most important. Even though the two Cinderella stories have different cultures and different twists, they both come down to believing in yourself and if there is a will there is a way.

A Certain Cinderella

Cinderella² back, and in a different culture. You thought she only had one story, well think again. Some body's culture is what they look like, their beliefs, the activities they do, and the type of clothes they wore. A fairytale is a magical story. It starts with "Once upon a time," and ends with "...lived happily ever after." The Egyptian Cinderella is very similar to the original Cinderella. Then they have their differences too, and Egypt's culture values. combine into one thesis

Rhodopis and Cinderella are very much alike. The major thing they have in common is they both get treated very poorly. Cinderella has two evil ^{one word} step-sisters and an evil step-mother that make her life very difficult. Rhodopis has three sisters that make her life very difficult, too. Both "princesses" lose their valuable slipper. Then the prince/pharaoh goes through all the land looking for his 'one true love' that he will marry. On the other hand, the French Cinderella and the Egyptian Cinderella have many differences.

There are many different Cinderella stories. They are different for one reason and that's their culture. Instead of Rhodopis' sisters being wealthy, they are servants for their father. Cinderella has wealthy sisters and they pick on her all the time. Cinderella and Rhodopis have a slipper, but Cinderella has beautiful glass slippers that are actually high heels, and Rhodopis has flat pure gold slippers. "The Egyptian Cinderella" has a pharaoh and he throws parties in the "Court Room". "Cinderella" has French

expensive balls and has a prince. These were some differences. Now to talk about how Rhodopis led her life. Here's how her life went on.

Rhodopis, the Egyptian Cinderella, is from a completely different, much farther away culture. In Egypt they wore bright colors and a lot of make-up to show they cared a lot about their appearance. They also believed in more than one god. So they're polytheistic. The people believed the falcon was a symbol of the god Horus. The pharaoh was sitting in his ^{throne} ~~thrown~~. Above his head he saw a shadow with something ^{nice} shiny in its mouth. He believed it was a chip of the sun. The falcon dropped the "sun chip" on his lap. Then he realized it was a golden slipper. The Egyptians loved animals, and thought they were very important. The Egyptians believed they represented a god or a goddess. So he, the pharaoh, thought it was a symbol of the god, Horus. These are some of the cultural values that are found in *The Egyptian Cinderella*.

Rhodopis is very different from the French Cinderella, but th^e have their similarities too. Also, I learned about Egypt's cultural values. Culture is what the people eat, wear, do on their free time, and what they look like. A fairytale is a story that usually starts with "Once upon a time" and ends with "... lived happily ever after". Yes, Cinderella is well knowⁿ, but people will learn Cinderella comes in many different cultures. That's what makes cultures very different from each other. ^{and interesting!}

Two Cinderella Versions

In Yeh-Shen, a Cinderella Story from China, some of the things that occur are similar to the original version ^{of Cinderella}, but there are also some differences. Culture is the way of life of a particular group or area. It is the food, clothing, games, traditions, art, and more that is special to certain group of people. A fairy tale is one type of a traditional tale. It will usually start with something along the lines of "Once upon a time and end with something like "happily ever after." A fairy tale can pass down family values, traditions, or cultures. The two Cinderella stories that I read have similarities, but they also have differences that support their cultural values.

Yeh-Shen, shares some similarities with the original version. One similarity between the two is how the king lived in a palace. An example from the original version is when the prince asked the palace guards if they saw a princess run out. An example from Yeh-Shen is at the end when it said how the king would not allow Yeh-Shen to let her family come to the palace. Another similarity is how at both locations, proper behavior was important. In both of the books, the people were supposed to bow or curtsy to each other. A third similarity is that Cinderella and Yeh-Shen lost their glass slipper. In Yeh-Shen, Yeh-Shen lost her glass slipper when she was running away from her stepsisters who figured out who the beautiful, mysterious princess was. When Cinderella lost her glass slipper, it was because she was running since the clock was about to strike twelve. Although Yeh-Shen and the original Cinderella have similarities, things are also different between the two.

Cinderella and Yeh-Shen also have many differences. One difference is how in Yeh-Shen, the king receives the glass slipper, and places it in a pavilion, while the prince in Cinderella, told the noblemen to test the glass slipper on all the maidens in the kingdom. Another difference is how in Cinderella, Cinderella *asks* voluntarily if she can try the shoe on. In Yeh-Shen, Yeh-Shen is *asked by the king* to try the shoe on. A third difference is how in the Chinese version, Yeh-Shen had a magical fish. In Cinderella, a fairy godmother was Cinderella's magical friend. Yeh-Shen has some similarities and differences with the original version, but it also has its own cultural values.

The Cinderella story from China, Yeh-Shen, has cultural values that reflect from the writing. A cultural value in Yeh-Shen is how the fish is a main point in the story. On

good just about every page, a fish is incorporated in some way. This shows that fish were important to the Chinese. Another cultural value is how this story takes place in China,

not in France. This means that the clothes, food, and, traditions are going to be different.

One more cultural value in the Chinese Cinderella version, Yeh-Shen, is how Yeh-Shen

How did they handle this lifestyle and her family lived in a cave. This shows that the Chinese people didn't have that much money, and that they never experienced how to make bricks out of mud or any other

building materials. Yeh-Shen has many cultural values that explain how they lived.

The two Cinderella stories that I read have similarities, but they also have differences that support their cultural values. Fairy tales are important because *that* ~~it~~ allows

so true! kids to have an imagination. Cinderella and Yeh-Shen are similar, but they were also

different in many ways. The cultural values in Yeh-Shen tell how they lived. Culture is important because it shows the differences between different groups of people. Both

How is this a value? - could use more here

books had a good plot to them, but they had their own unique way of telling the same story.

Two Different Cinderella's From Two Different Worlds

Yeh-Shen the Chinese Cinderella story, and the original French version of Cinderella both have many similarities, differences, and cultural values. Many people get the definitions of culture mixed up, so let's set it straight. Culture is the way of life in a particular group or area. Some example of culture is art, what they eat, what they wear, their religion, and what they do for entertainment. These two traditional tales fall under the category of fairy tales. A fairy tale is a traditional tale that normally includes the lines "Once upon a time," and "happily ever after." It also includes cultural and family values, some times along with a lesson or moral. There are many similarities, differences, and cultural values between the two fairy tales, Cinderella a French version, and Yeh-Shen a Chinese Cinderella Story.

The two different Cinderella's, Yeh-Shen, and the original version the French Cinderella, both have an abundant amount of similarities to their plots. For one, Cinderella and Yeh-Shen both lived a happy life until their fathers married mean stepmothers. The stepmothers each had at least one daughter which also treated Cinderella like trash. After their fathers left for work in the morning, the stepmother treated them like a worthless piece of dirt. The two girls were basically slaves. Also, another similarity is that in both books Yeh-Shen and Cinderella got to go to a ball/festival secretly when they were suppose to be

home doing filthy chores. Both of these girls looked extravagant due to their helpful magical god mother/fish friend who also helped them get to the ball/festival. Finally after all the painful years, Yeh-Shen and Cinderella both got their princess dream. They got to go to the ball/festival and dance the night away with the king/prince. Also after the ball/festival Cinderella and Yeh-Shen both lost their glass slipper dashing down the stairs, and the prince/ king goes out and searches for them. In the end, the prince/king and Cinderella/Yeh-Shen get married and live happily ever after. Although both stories are very similar, when it comes to the plot they do have many small differences that change the plot in a big way.

There are many differences that make these two stories different, unique, and interesting. One change in the plot happened when Yeh-Shen married the king whereas in the original French version Cinderella married the prince, not the king. Another difference was when Cinderella lost her glass slipper. The same thing happened to Yeh-Shen, except in the French version the prince sent a nobleman out to have all the maidens in the kingdom try on the glass slipper, and in Yeh-Shen the king placed it in a pavilion for all the women in the kingdom to try on while he watched from a nearby alley way. Finally, a third difference is in the one book the King, Queen, and Prince all live in a castle, and in Yeh-Shen the King lived in a palace. These small changes had a major effect on the setting. Although these stories have similarities and differences, most, if not all traditional tales, have cultural values.

Many fairy tales have cultural meanings and values, which make them different from all other traditional tales. One difference between the two stories is the original Cinderella version takes place in France, and Yeh-Shen a Chinese Cinderella story takes place in China, so there are many cultural values and meanings changed from the stories from what they eat to what they wore. For an example, in Yeh-Shen they wore nice tunics to the festival, and in Cinderella the French version Cinderella and the other guest wore extravagant ball gowns. Another cultural value that is illustrated in Yeh-Shen is they wore tunics, and on the tunics were designs. From background knowledge and studies, I know that some of the designs on the tunics have special meanings that can refer to their culture. Finally, the third cultural value in the book Yeh-Shen is a fish. There is a large colorful fish that is incorporated into the background of the illustrations, I believe that in China fish are important to them, and maybe even praised to some extent. The fish also could have resembled a source of food that the Chinese many have needed to survive in everyday life. The two Cinderella's are similar and different in many ways, but include many cultural values.

There are many versions of the Cinderella story for different cultures around the world that include different cultural values, similarities, and differences. Yeh-Shen and Cinderella are both indeed fairy tales, because they both start with a "Once upon a time" These fairy tales have stayed with us all these years because of their cultural values and lessons. Each of these books have shown a number of examples of culture by the way they dress, things that they do to entertain themselves, and what they ate. The two fairy tales teach us

many lessons, one being what karma you send out into the world is what you are going to receive.

Great choice for closing line